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Art education needs to be expanded with the growing educational trend towards globalization and technology. To ensure art retains its lasting place in the curriculum it needs to have a modernization that comes with the use of technology. Art can be re-directed to keep pace with technological changes.

Art education becomes de-prioritized with the traditional model of assessment because of its inability to measure artistic competence. To measure success in a more comprehensive way, it is possible to use stronger methods of art assessment that are performance based to fulfill the needs of students of multiple intelligences.

The idea to be developed that coincides with journal article content is a developed web quest based on Impressionistic art. The activity will be for students to understand what can be learned from using art and technology to create art. Typically computers are only utilized to create digital art and not applied art. Through using the internet to research art concepts, works of art, and strategies/techniques, technology can be used in a practical way.

This concept of a technology based webquest translates to art because art is a process based activity similar to that of using technology programs. This article stresses that arts and aesthetics need to be applied in a technologically relevant way to make it a sustainable curriculum for modern society learners.

To keep current with rapidly developing technology, arts education needs to be redirected to include technology based learning. As a resuly of no child left behind, arts based education has decreased at underperforming schools. Focus of curriculum is being placed on only those areas being measured by federal assessments. Since students are most engaged in content they are passionate about, arts integration that focuses on technology is proposed by the article to augment learning.

Since it is believed by many that the arts need to act as a supplement to other curriculum, it is crucial for art education to constantly re-invent itself. Through integrating technology into the arts, the artist has this re-invention. This article is aimed at those in a field to affect this change whether it be voter, administator, art or technology teacher. This article is also current and well referenced. There are no illustrations, tables, or graphs used in this article however they don’t seem needed for the purpose of the autors thesis.

The activity that students will engage in to fill the gap in technology arts integration will focus on the student strengthening his/her technology skills as they advance in art. The novice should feel comfortable with the difficulty level as it progresses from beginner to a moderate level. It is crucial for the art teacher to focus on the creative process to fuel the individual students’ artistic talents. Taking a student who is interested and proficient in technology can also be used to augment a lack of confidence in the arts. By having students study the creative thinking and trial and error process in logical terms through internet research and the utilization of classroom computers, it is a very tangible way that student’s comprehension can be measured.

The idea of thinking about the way we think is a high level thinking strategy. When combined with art and technology, this activity teaches students to rely on themselves to make relevant connections between different areas of the curriculum and understand the process through we artists create.